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ABSTRACT

This teaching guide represents the 8th grade career guidance unit, one of a 5-part series of activity books for students in grades 8 through 12. Each unit is presented as a 2-week long program with supplemental activities included to allow expansion to 4 weeks. Introductory suggestions for facilitators are provided, focusing on activity adaptation, timing, small group formats, activity style, and relevance. The materials in this unit concentrate on the elements of career awareness, educational awareness, self awareness, and decision making, and provide a statement of goals, career guidance components, notes to teachers, subject area usage suggestions, and an overview of the 10 activity sessions. Each activity session is detailed in terms of its purpose, suggested group size, time requirement, materials, procedures, references, and sample worksheets. The appendix includes suggestions for supplemental activities (career speakers, slide presentation, interest inventories), a media list, and a bibliography of secondary career guidance materials. (NRB)

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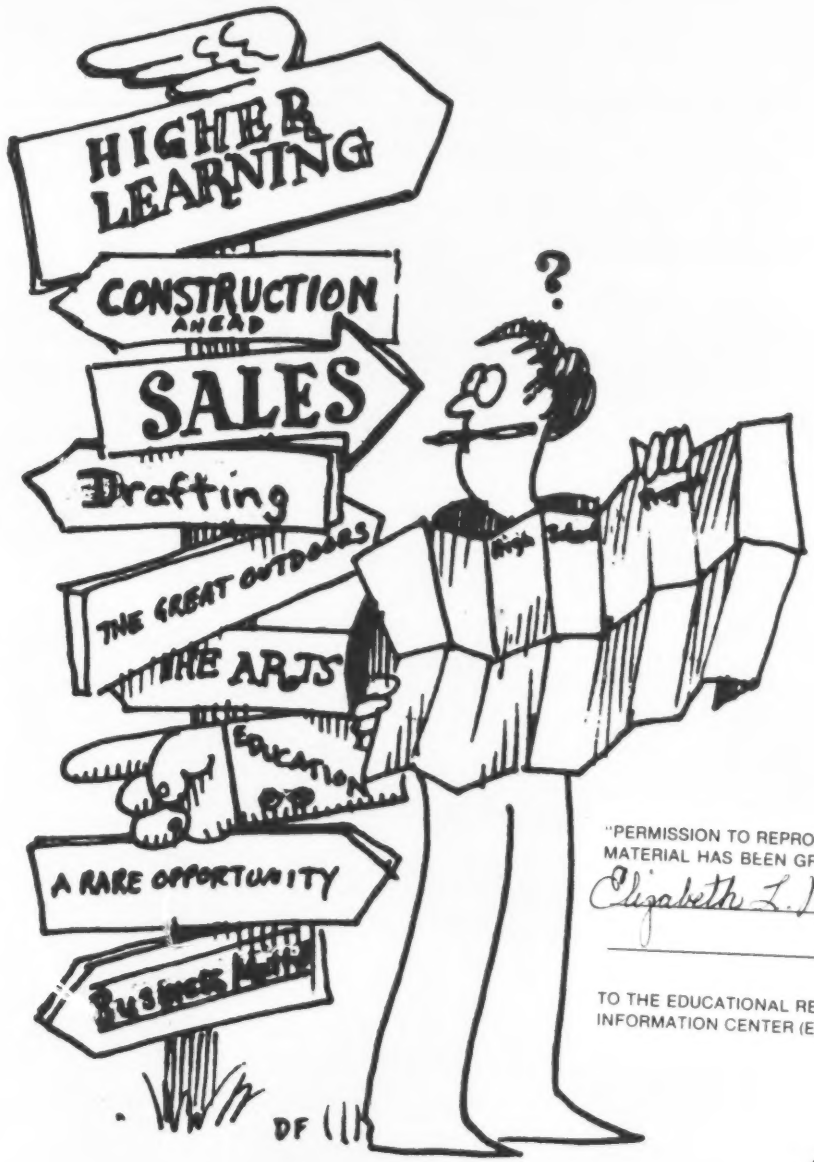
CAREER GUIDANCE
UNIT FOR 8TH GRADE



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Many thanks to the secondary staff of the Pima County Career Guidance Project for their talent and efforts in developing and implementing many classroom activities. These activities have been created, written, tested, shared and revised.

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Sue Delap

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Career Guidance Specialist

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Secondary Program Implementor

SUGGESTIONS TO FACILITATORS

ADAPTING: A key factor in insuring program success is in keeping in mind the versatility of the activities being presented. Every activity can be adapted to any class, no matter what size or subject matter. Sections of one activity can be tied into sections of another in order to create outcomes that differ from those suggested here. If teachers feel the students don't need a particular activity or skill, omit and/or use a supplemental activity. Whenever possible, activities should be directly tied into the subject matter.

TIMING: Times suggested for each activity are estimates. Teachers should feel free to shorten, lengthen or modify activities to fit their particular situation and students' needs. Whenever the term class period is used, the activity should fit into a 45-55 minute time slot.

SMALL GROUPS: Whenever possible use small groups. This allows for greater student participation in a less threatening atmosphere and it also provides an opportunity for student leaders to emerge. Students can also be used as group facilitators.

STYLE: Use of these activities in any classroom serves as a highly motivating method to encourage student involvement and participation. The style of presentation and processing, rather than the exercise itself, is often the key to success. Teachers who are familiar with the activity before using it in the classroom will feel more confident and successful. The teacher or facilitator needs to model the activity by using himself or herself as an example. This gives students an understanding of the intent of the exercise and creates an atmosphere in which the students can come to terms with themselves, the school and the community. The participation of the career specialist or the school counselor might also be sought to implement the activity with the class.

RELEVANCE: It is critical that the students see the practicality and the relevance of these activities, so that school becomes a place where they are exposed to the realities of their life, their future and their community--particulary in terms of jobs. This association can be made more strongly by doing the following:

a) Summarizing each activity by asking students, "How does this activity relate to you and your future?" or "Why do you think we did this activity?"
b) Bringing community workers and employers into the classroom, as well as providing opportunities for the students to make contact with workers off campus.

The career guidance activities presented in this packet are a sample of those that can be successfully implemented in the classroom. It is crucial that the needs of students be the focal point of any activities used.

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION	STUDENTS CONSIDERATIONS
SELF-AWARENESS	Achieve an increased awareness and understanding of interests, aptitudes, and responsibilitites as these relate to various careers.	What are my interests? What are my abilities? How do my interests and my abilities fit my career choice?
EDUCATIONAL AWARENESS CAREER AWARENESS	Deomonstrate increased interests and achievement in the educational program emphasizing communications and basic skill areas.	My favorite subject/class in school? My biggest success? How do I share these skills and successes with my community? How do I use my skills and success to meet my career goals?
ECONOMIC AWARENESS	Understanding the world of work and its impact on society.	How will my work affect my life? How will my lifestyle affect my work?
DECISION MAKING	Make decisions related to career areas being explored.	How do people affect my decisions? How does my knowledge affect my decisions? How do my beliefs, values, dreams affect my decisions? How do my decisions affect my life and work?
BEGINNING COMPETENCY EMPLOYABILTIY SKILLS	Possess career entry-level upon exiting from the formal educational program.	What do I need to get a job? How does what I learn get me a job?
APPRECIATION AND ATTITUDES	Developing an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life.	How do my attitudes affect what I learn? How do my attitudes affect what I like?

OVERVIEW OF CAREER GUIDANCE UNITS

FOR SECONDARY SCHOOLS

All units will be two weeks in length, but supplemental activities will be included to allow expansion of up to four weeks of involvement

These units were planned so that all eight elements would be covered during the four years of high school. Although we have focused strongly on several elements in each unit, most units touch on all.

Grade 8 — EIGHTH GRADE CAREER GUIDANCE UNIT

Career Awareness, Educational Awareness, Self Awareness, and Decision Making.

Students will explore careers and plan for four year high school program based on a greater understanding of themselves and their goals.

Grade 9 — DECISIONS!DECISIONS!

Self Awareness and Decision Making

Students will explore self, values and relationships. Students will understand the decision making process and goal setting.

Grade 10 — CAREER EXPLORATION

Career Awareness and Educational Awareness

Students will become familiar with a wide variety of occupations and the educational and occupational stages of a career that interests them. Students will receive a brief introduction to the process of completing an application and interviewing for a job.

Grade 11 — FINDING A JOB YOU LIKE

Beginning Competency, Employability Skills

Students will clarify their interests, abilities, and present skills and to develop expertise in presenting themselves and their skills to prospective employers.

Grade 12 — FINDING A LIFE YOU LIKE

Economic Awareness, Appreciations and Attitudes, Career Awareness

Students will plan and prepare for their future by making connections between career choice and lifestyle and to understand the economic implications of that lifestyle.

*As these units are implemented it is essential that there is coordination with other curriculum areas so that the items being taught are reinforced in other areas (career guidance infusion). For example, math classes would make an effort to reinforce economic lessons taught in the 11th grade program.

EIGHTH GRADE CAREER GUIDANCE UNIT

GOAL: To explore careers in relation to self and educational goals.

CAREER GUIDANCE ELEMENTS: Career Awareness, Educational Awareness, Self Awareness, Employability Skills, and Decision Making

NOTES TO TEACHERS: This unit comprises activities for 10 sessions of 50 minute lengths. Following the 10 Session activities are supplemental activities, media, and bibliography which could expand this unit up to 20 sessions. These activities are particularly effective in inducing students to actively participate in discussions with peers and facilitator. Each activity provides a title, suggested group size, time required to implement, materials needed, procedures, and where applicable, a reference or source.

SUGGESTED SUBJECT AREA USAGE: 8th Grade English, Reading, or Social Studies

OVERVIEW OF SESSIONS

Session 1 Occupational Cluster Activity

Students will be introduced to a multiple of careers in relation to how they are organized according to job cluster. The purpose of this activity is to give the students an overview of careers.
*Supplemental Activity--see media list for films and filmstrips on careers, or suggest use of career panels, with speakers from community.

Session 2 The Party Game

Students will look at the characteristics of people they enjoy being with and how this relates to themselves and to jobs.

Session 3 Focusing In on Me and My Future

Students will write a short paragraph on what they will be doing at age 30. Discussion will focus on the values, lifestyle, career and stereotypes of the paragraphs.
*Supplemental Activity--"Hey, What Are Your Plans for the Next 60 Years?"

Session 4 Skills and Interests

Students will survey their abilities and interests in relation to school, home, hobbies, sports, lifestyle, work experience and future aspirations.

Session 5 Card Sort Interest Inventory

Students will individually participate in an interest inventory using the card sort method. After an interest field has been determined, the students will divide into groups according to their interest area and brainstorm names of careers relating to that interest.
*Supplemental Activity--check your local school district for other interest inventories such as JOB-O and Kuder E.

Session 6 Ten Careers

Students will list 10 careers they are interested in and will answer questions relating to those careers. Out of those 10 careers the students will select three careers on which they will do extensive research.

Session 7 & 8 Career Research

Students will use career information materials to answer specific questions about the careers they have chosen to research.

Session 9 Careers and Education

Students will look at high school course descriptions and extra curricular activities as they relate to the careers they have researched.

Session 10 Planning for the Future

Students will develop a four year high school plan.

APPENDIX

Supplemental Activities

--Career Speakers
--"Hey, What are Your Plans for the Next Sixty Years?"
--Formal Interest Surveys

Media List

Bibliography - Secondary Career Guidance Materials

SESSION 1

OCCUPATIONAL CLUSTER ACTIVITY

PURPOSE:	To give students an overview of careers as they are related to job clusters.
GROUP SIZE:	Class size (6-30 students)
TIME:	45-55 minutes
MATERIALS NEEDED:	"Occupational Cluster Handout" * Helpful supplemental material--Exploring Careers, United States. Bureau of Labor Statistics. Bulletin 2001.

PROCEDURE:

Divide class into 15 small groups and assign a different cluster to each small group. Have each group read the information on their cluster and add three additional careers to the list of jobs already listed under the cluster.

Have each group write the name of their cluster on the chalkboard and list the three jobs they have added. Each group then briefly explains their cluster. After all reports are completed, encourage the class to add job titles to the clusters listed on the board.

WORLD OF WORK
PUBLIC SERVICE
MARINE SCIENCE
CONSTRUCTION
ENVIRONMENTAL CONTROL
HOSPITALITY AND RECREATION
AGRI-BUSINESS AND NATURAL RESOURCES
the 3R's- plus
MARKETING AND DISTRIBUTION
CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS
HEALTH
TRANSPORTATION
FINE ARTS AND HUMANITIES
MANUFACTURING
COMMUNICATIONS AND MEDIA
PERSONAL SERVICES
BUSINESS AND OFFICE

OCCUPATIONAL CLUSTERS

AGRI–BUSINESS & NATURAL RESOURCES

This occupational cluster includes those who produce, care for, and manufacture and/or sell the by-products and associated tools related to plants and animals. Also, the removal of nature's riches from the earth and using the land to raise animals and crops are occupational areas in this cluster.

Workers in this area include:

horticulturists
crop farmers
poultry & livestock workers
crop dusters
irrigation engineers
archaeologists
geologists
landscapers
miners
tree surgeons
gardners
farm machinery operators
grain & seed producers
fish & wildlife conservationists
dairy farmers
veterinarians

BUSINESS & OFFICE

Have you ever wondered what it would be like to work in an office all day? Why not find out by taking some tours where you can observe many types of occupations necessary to run a business efficiently. If you can't take a tour, how about telelectures or guest speakers as a way of becoming familiar with the world of business and the many facets of office work?

Workers in this area include:

personnel managers
bookkeepers
computer operators
typists
purchasing agents
brokers
tax clerks
secretaries
proofreaders
claims clerks
receptionists
data processors
realtors
accountants
tellers
systems analysts
underwriters
bank managers

from Occupational Clusters, printed by Arizona Department of Education, 2/80.

COMMUNICATIONS & MEDIA

There are all kinds of fascinating places to visit or people to talk to in the field of Communications and Media. This cluster conveys information to the public through verbal, pictorial, or electronic means.

Workers in this area include:

telephone installers
radio technicians
directors
newscasters
typesetters
composers
ad writers
illustrators
proof readers
disc jockeys

camera operators
set designers
make-up artists
telephone operators
telegraphers
binders
engravers
photographers
stage managers
writers

CONSTRUCTION

Everyone is interested in watching a building or a house go up. Why not learn more about the roles of people in the various building rades and community services. Construction also includes those who are concerned with the building of bridges and highways.

Workers in this area include:

surveyors
contractors
designers
architects
hod carriers
highway & bridge workers
house painters
electricians
plumbers
carpenters
cabinet makers
masons
bulldozer operators
sheet metal workers
civil engineers

CONSUMER & HOMEMAKING

Consumerism is an integral part of life and is closely involved with homemaking. To learn more about it, try observation tours to various retail stores, food markets, and restaurants; or guest speakers in interior and fashion design. This occupational cluster includes jobs with food, clothing and textiles, home furnishing, and families.

Workers in this area include:

butchers
clerks
clothing designers
chefs
bakers
stock clerks
refinishers
caterers

ENVIRONMENT

Ecology and conservation are vital issues in the world today. Environmental science occupations include those who provide the support, engineering, or research functions which permit maximum balance between us and our environment.

Workers in this area include:

marine scientists
conservationists
recycling engineers
space technicians
physicists
ecologists
reclamation specialists
wildlife managers
air, water & soil purification specialists

FINE ARTS & HUMANITIES

Have you ever felt you might like to be involved in this area, but you don't feel you have any talent? Well, find out by visiting people at natural history museums, art museums, and departments of drama, music, and dance; or meet with local artists within the classroom.

Workers in this area include:

poets
historians
choreographers
cartoonists
musicians
sculptors

authors
stage hands
philosophers
painters
directors

HEALTH

The field of Health has a broad scope of career possibilities. They include those persons who work directly or indirectly for people who are sick or hurt. They may also be involved in research, laboratory work, or technological and practical assistance to those who deal directly with patients.

Workers in this area include:

- paramedics
- lab technicians
- doctors
- surgeons
- dental technicians
- anesthesiologists
- orderlies
- dieticians
- dentists
- biochemists
- dental hygienists
- practical nurses
- inhalation therapists
- physical therapists
- x-ray technicians

HOSPITALITY & RECREATION

Leisure time is an important aspect of everyone's life. It would be meaningful to look at and talk to people who are involved in such areas as sports, crafts, travel, and motel operation.

Workers in this area include:

- motel & hotel operators
- amusement park workers
- golf & tennis professionals
- tour guides
- waiters/waitresses
- travel agents
- parks & recreation workers
- hobby & craft shop operators
- marina operators
- swimming pool operators
- professional athletes

MANUFACTURING

Manufacturing occupations include those people who are responsible for the production of goods upon which both society and the individual depend. To better acquaint yourself with the process of manufacturing, how about some firsthand observations at factories or guest speakers to explain the many facets of manufacturing?

Workers in this area include:

- tool & die makers
- engineers
- machine operators
- autobody mechanics
- safety directors
- test pilots
- test drivers
- solderers

MARINE SCIENCE

Marine Science includes all jobs concerning the oceans and the plants, animals, and minerals in the oceans. Oceanography and related subjects are available in this area.

Workers in this area include:

marine biologists
oil & mineral explorers
waterway engineers
fishing boat operators
oceanographers
mineralogists
scuba divers
marine agriculture workers

MARKETING & DISTRIBUTION

Marketing and Distribution occupations include those persons who work to deliver goods and services to the consumer public.

Workers in this area include:

market analysts
delivery personnel
warehouse workers
shipping clerks
advertising designers
sales persons
clothing & furniture merchandisers
traffic & transportation specialists

PERSONAL SERVICES

Our society relies on Personal Services everyday. These occupations include those people who deal directly with the consumer in terms of providing specific skills and services which the consumer seeks out and for which he expects to pay. Their primary aim is to provide those unique services which add to consumer confort, enjoyment, and well-being.

Workers in this area include:

barbers & hairstylists
cosmetologists
lifeguards
shoe repair persons
tutors
social directors
housekeepers
day-care aides
flight attendants
tailors
morticians
pet groomers
valets
photographers

PUBLIC SERVICES

Public Service persons fill a vital need in our community. They provide instruction, guidance, and religious, legal, and social benefits.

Workers in this area include:

lawyers
ministers
judges
wardens
police officers
probation officers
firefighters
caseworkers
community aides
community planners
welfare workers
counselors
teachers
utility workers
military personnel
all "government" employees
employment service counselors

TRANSPORTATION

Transportation occupational area includes those people who work in the two broad areas of passengers or freight. Most passenger service is provided by bus, plane, and rail. The movement of cargo involves a variety of jobs.

Workers in this area include:

shipping clerks
winch operators
weighing clerks
air traffic controllers
freight & claims agents
pilots
navigators
mechanics
customs investigators
radar operators
translators
timekeepers
bus drivers
engineers
dock workers
duty clerks
truckers
dispatchers
ticket agents

SESSION 2

THE PARTY GAME

PURPOSE:	To identify interest students have in common with friends and how these interests relate to jobs.
GROUP SIZE:	Class size (6-30 students)
TIME:	45-55 minutes
MATERIALS NEEDED:	"Party Game" handout, newspapers
SOURCE:	adapted from: Richard Bolles and the National Career Development Project's Job Map

PROCEDURE:

Before handing out the Party Game activity sheet, discuss with students how people are drawn to one another as friends or acquaintances. Ask students to think of one particular friend and to think of one interest they may have in common. If the teacher shares an example of an interest s/he shares with a friend, the students will be more apt to understand and participate in the discussion.

After relating several examples of friends and interests, passout the activity sheet. Ask the students to think about how their interests relate to the six different groups at the party. Before reading the list, instruct students that they will be asked to choose one group from the party. Encourage the students to ask questions about the groups.

After student has chosen a group, divide the cisroom into the six party groups. Have each group do the following:

1) List additional characteristics that the people in the group have. (Refer back to class discussion.)
2) Take a section of the newspaper, excluding the classified, and have each group go through and mark with a crayon or marker the people you find in the news that you think would also fit in your group. Write down their names and occupations.
3) Brainstorm and list all the jobs that people who fit into their particular group might have.

The Party

Below is an aerial view (from the floor above) of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room—as described below.

A
F
People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors.
People who like to observe, learn, investigate, analyze, evaluate, or solve problems.
B
People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions.
People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity.
E
People who like to work with people—influencing, persuading or performing or leading or managing for organizational goals or for economic gain.
People who like to work with people—to inform, enlighten, help, train, develop, or cure them, or are skilled with words.
C
D

1 Which corner of the room would you instinctively be drawn to, as the group of people you would most *enjoy* being with for the longest time? (leave aside any question of shyness, or whether you would have to talk with them.) Write the *letter* for that corner in this box: ☐

2 After fifteen minutes, everyone in the corner you have chosen, leaves for another party cross-town, except you. Of the groups *that still remain* now, which corner or group would you be drawn to the most, as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box: ☐

3 After fifteen minutes, this group too leaves for another party, except you. Of the corners, and groups, which remain now, which one would you most enjoy being with for the longest time? Write the letter for that corner in this box: ☐

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SESSION 3

FOCUSING IN ON ME AND MY FUTURE

PURPOSE:	To assist students in identifying their own values, recognize stereotypes and focus on future aspirations.
GROUP SIZE:	Class size (6-30 students)
TIME:	45-55 minutes
MATERIALS NEEDED:	paper, pencil, student slide/cassette tape presentation, "Hey, What Are Your Plans for the Next Sixty Years?" guide sheet "Hey, What Are Your Plans for the Next Sixty Years?" "When I Am 30..." sheet

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PROCEDURE:

If utilizing the slide/tape set, "Hey, What Are Your Plans for the Next Sixty Years?". Prepare the students for the slides by reviewing the questions on the viewing guide sheet. As the slides are being viewed, it is suggested that the slides be temporarily stopped throughout the presentation to reiterate points on the guide sheet.

Discuss with students what values are and the influence values have on the decisions we make. After this discussion, have the students brainstorm a list of values and put them on the board. A list of these values may include money, family, love, friendship, education, religion, travel, independence, health, helping others, fame, and cultural standards. These values tend to be less abstract and, as a result, easier for students to select.

After the list of values has been brainstormed, tell the students that you are going to read paragraphs written by students their age. These paragraphs describe what the students see themselves as doing and how they imagine they will be living when they are age 30. The students' task is to point out the values of the author and determine if the author is a boy or girl. They are to give reasons for their conclusions. Read "When I am 30..." list.

The rest of the class time should be spent on the students writing a paragraph, "When I am 30..." The following points should be covered in the paragraph: 1) occupation, 2) where are you living and how, 3) marital status, 4) leisure activities, 5) education if pertinent. Encourage those students who have no idea of where or what they will be when they are 30 to be creative. A short discussion of what the future will be like would be helpful at this point. As a further extension of this activity, have the students identify their own values as expressed through their writing. The teacher could then read the paragraphs anonymously, having the students identify the values and sex of the author or a class paragraph could be written on a long sheet of paper and be illustrated by the students.

"HEY, WHAT ARE YOUR PLANS FOR THE NEXT SIXTY YEARS?"

1. NAME ONE JOB THAT YOU HAVE THOUGHT ABOUT DOING AFTER YOU FINISH SCHOOL.

_____

2. WHAT DOES "STEREOTYPE" MEAN?

_____

_____

3. NAME THREE JOBS THAT BOTH MEN AND WOMEN DO TODAY.

_____

_____

_____

WHEN I'M 30, I

"When I Am 30 . . ."

Read the following excerpts aloud to the students. Have the students identify the values and sex of the author with an explanation of how they came to their conclusions.

"I will be somewhere at the bottom of the Atlantic Ocean. I will be single and a world famous oceanographer." Matt

"I will be a world famous scientist. I will live in Alaska and be married to a millionaire." Sanja

"I will be living in Washington, D.C. and be a Supreme Court lawyer. I plan to be married to somebody who is middle class and have four children." Dawna

"I will live in a house with two stories, three bedrooms, two bathrooms, and seven other rooms. I will be married with two girls and one boy. I will be a body builder and be famous." Scott

"I will be a famous retired brain surgeon living in western Samoa. I will have no children, but I will be very rich." Sara

"I will be a famous retired gymnist and will be coaching the U.S. Olympic Gymnastic Team. I will be world renowned and will be single." Lupita

"I will be working for an electronic company that makes micro computers. I will be living with my mate and children in the mountain of Mars. The person I am married to will work as a word processor for the president of this planet I live on." Christine

"I will be a professional tennis player. I will win money and many prizes I will be world famous and have a large fan club. I will share this money with people that need help." Lisa

"I will be a freelance fashion photographer. I will be single and live in New York City and travel throughout Italy, Spain and France." Eric

"I will be a pediatrician and live in a large house overlooking a beach on the Pacific Ocean. In my spare time I will scuba dive, surf and travel all over the world in my luxury yacht." Tony

SESSION 4

SKILLS AND INTEREST

PURPOSE: • To have students identify their interests and skills in relation to school, home, hobbies, sports, lifestyle, work experience and future aspirations.

GROUP SIZE: Class size (6-30 students)

TIME: 45-55 minutes

MATERIALS: "10 Things I Like to Do" sheet

PROCEDURE: **

Instruct students to write down 10 things they like to do. These things could happen in their leisure time, at school, on weekends or in the summer. After they have written their 10 favorite things, have the students do the following:

1) Put a checkmark in the P (people) column next to each thing they do that includes other people.
2) Put a checkmark in the A (alone) column next to each thing they do alone.
3) Put a checkmark in the $ (dollars) column next to each thing that costs them money each time they do it. If they make money instead of spending money, have the students put a + next to their checkmark. Also, if the activity does not always cost them money, put ½ next to the checkmark in this column.
4) Put a checkmark in the 5 column if they did this favorite thing 5 years ago.
5) Put a checkmark in the 5+ column if they see themselves doing this 5 years from now.

At this point you might encourage the students to write down below number 10, two things they would like to do in the future and answer the previous questions.

After finishing checking through their favorite things, have the students tabulate their checkmarks in columns P, A, and $. Using your own checklist, point out that a high number of checkmarks in these column may indicate that being with people is important to you or being by yourself is important to you. A high number of checkmarks in the $ column would indicate a value or need for money or material possessions.

Low tabulations in any of these columns would indicate that the particular area is not important or a value. Check these results with individual students. At this point you could have students suggest jobs that would pertain to the highs and lows of each of the three columns. For example, if a student had a high number of checkmarks in the "people" column, what kind of people related jobs could the student name.

Session 4 (cont.)

Skill areas can be identified by looking at the 5 and 5+ columns. If a student checks both columns next to a favorite thing they like to do, help the student identify something they can do. For example if a student lists roller skating as a thing they like to do, have the student write "I can.." statements, i.e. "I can skate backwards. I can disco skate." A skill can be defined as anything a student can teach to another student.

**It is extremely helpful if the teacher participates in this activity by doing his/her "10 Things" on the board step by step as the activity proceeds.

10 THINGS I LIKE TO DO

List ten things you like to do.	P	A	$	5	5+	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Two skills I have learned from my interests are

_____

and _____.

SESSION 5

CARD SORT INTEREST INVENTORY

PURPOSE:	To have students identify their own interest area and be able to name careers in that area.
GROUP SIZE:	15 - 30 students
TIME:	50 minutes
MATERIALS:	Set of Interest Inventory cards for each student A tally sheet for each student, pencil
SOURCE:	Adapted from Career Planning System, Ohio State

PROCEDURE:

First, let students become familiar with the interest cards. Then ask them to sort the cards into three piles.

PILE #1 - cards with interests you like most
PILE #2 - cards with interests you like next best
PILE #3 - cards with interests you like least

When the cards are sorted, students are ready to TALLY.
Look at the TALLY SHEET. Now go through the cards from the pile "I like the most" and put a mark on the tally sheet in the appropriate interest group box. Example: The card "I like funny drawings" is marked G. Put a slashmark (I) next to G in the "like most" column.

Students will continue this process to count the number of A's, B's, etc. for Pile #1, #2, and #3.

Students will usually have one Interest Group with the most slashes. This is the interest group they like most.

When each student has identified one interest area, divide the class into groups according to the areas they have chosen. Have each group brainstorm jobs that relate to that interest. At the end of the class period, have each student name one job from the group list that he/she would like to investigate further.

Note to teacher: This activity could be easily expanded. The class as a group could brainstorm jobs under the ten categories and list these on the board. This would be helpful for those students who scored high in more than one area.

A similar activity which could be substituted for Interest Sort is the Career Game, a commercially printed booklet. In this booklet is a color coded interest inventory. These booklets are available at 45¢ each from Rick Trow Productions, 3941 Commerce Avenue, Willow Grove, PA 19090.

INTEREST SORT TALLY SHEET

INTEREST GROUP	Pile #1 "I like the most"	Pile #2 "I like the next best"	Pile #3 "I like the least.
A. ADVISING			
B. ARRANGING			
C. BUILDING & MAKING			
D. DOING CLERICAL WORK			
E. HELPFUL			
F. MAINTAINING & REPAIRING			
G. THINKING IN PICTURES			
H. USING INFORMATION ABOUT THE ENVIRONMENT			
I. WORKING WITH EQUIPMENT			
J. WORKING WITH NUMBERS AND SYMBOLS			
K. SINGING AND ACTING			

INTEREST GROUPS, OCCUPATIONS AND INTEREST STATEMENTS

A. ADVISING

I like to think of many ways to work out a problem.	lawyer
I like to be the leader of clubs and groups.	child care worker
I like talking to people.	counselor
I like giving advice to my friends.	travel agent
I like discussions.	

B. ARRANGING

I like to make designs of cars or clothes or houses.	interior decorator
I like drawing pictures.	hair stylist
I like to think of new ways to do things.	architect
I like to think of new ways to decorate rooms.	florist
I like to arrange things to look their best.	

C. BUILDING AND MAKING

I like to help people put things together.	carpenter
I like being active.	painter
I like seeing things that are made will.	roofer
I like working outdoors.	drafter
I like working with my hands.	

D. DOING CLERICAL WORK

I like to keep ny work neat.	secretary
When I buy something, I count my change.	cashier
I like to help strangers.	stock clerk
I like to be well-organized.	file clerk
I like to follow directions carefully.	

E. HELPING

I like doing things other people ask me to do.	waiter/waitress
I like helping other people.	nurse
I like being with children.	police officer
I don't mind helping around the house.	teacher
I like to work with other people.	

F. MAINTAINING AND REPAIRING

I like doing things for people.	mechanic
I like to get tools as presents.	plumber
I'm interested in motorcycles, cars, campers or trucks.	appliance repairer
I like trying to fix things.	sanitation worker
I like to take machines apart and put them back together again.	

G. THINKING IN PICTURES

I like making funny drawings.	photographer
I like making displays.	cartoonist
I like telling stories with pictures.	display artist
I like making pictures of my ideas.	commercial artist
I like making charts and posters.	

H. USING INFORMATION ABOUT THE ENVIRONMENT

I can make decisions quickly.	landscape architect
I like working outdoors.	fish and game warden
I use many facts when I make decisions.	farmer
I don't mind if I have to hurry to get a job done.	meteorologist
I like to know what the weather report is each day.	

I. WORKING WITH EQUIPMENT

I can keep a lot of things in my mind at one time.	telephone operator
I like working with tools and machines.	machinist
I like trying to solve problems.	cook
I can think about my work even when other people are around.	auto mechanic
I enjoy working with my hands.	

J. WORKING WITH NUMBERS AND SYMBOLS

I like drawing plans.	library assistant
I like working with numbers.	teller
I like solving math problems.	medical lab assistant
I like puzzles.	computer technican
I can follow directions carefully.	

K. SINGING AND ACTING

I like singing, dancing or being in a play.	actor/actress
I can stick to a task while learning it and not give up easily.	dancer
I enjoy showing others how to dance, sing or play music.	performing musician
I know a lot about music and enjoy it.	music or drama teacher
Pretending is easy and fun for me.	

I like think of many ways to work out a problem. A	I like discussions. A	I like to think of new ways to decorate rooms. B	I like seeing things that are made well. C
I like to be a leader of clubs and groups. A	I like to make designs of cars or clothes or houses. B	I like to arrange things to look their best. B	I like working outdoors. C
I like talking to people. A	I like drawing pictures. B	I like to help people put things together. C	I like working with my hands. C
I like giving advice to my friends. A	I like to think of new ways to do things. B	I like being active. C	I like to keep my work neat. D

When I buy something I count my change. D	I like doing things other people ask me to do. E	I like to work with other people. E	I like trying to fix things. F
I like to help strangers. D	I like helping other people. E	I like doing things for people. F	I like to take machines apart and put them back together again. F
I like to be well-organized. D	I like being with children. E	I like to get tools as presents. F	I like making funny drawings. G
I like to follow directions carefully. D	I don't mind helping around the house. E	I'm interested in motorcycles, cars, campers or trucks. F	I like making displays. G

I like telling stories with pictures. G	I feel best when I am doing something outdoors. H	I can keep a lot of things in my mind at one time. I	I like physical labor. I
I like making pictures of my ideas. G	I use many facts when I make decisions. H	I like working with tools and machines. I	I like drawing plans. J
I like making charts and posters. G	I don't mind if I have to hurry to get a job done. H	I like trying to solve problems. I	I like working with numbers. J
I can make decisions quickly. H	I like to know what the weather report is each day. H	I can think about my work even when other people are around. I	I like solving math problems.

I like puzzles.

J

I can follow directions.

J

I like singing, dancing or being in a play.

K

I can stick to a task while learning it and not give up easily.

K

I enjoy showing others how to dance, sing, or play music.

K

I know a lot about music and enjoy it.

K

Pretending is easy and fun for me.

K

SESSION 6

TEN CAREERS

PURPOSE:	To have students become more aware of careers that interest them and learn more about those careers.
GROUP SIZE:	Class size (6 - 30 students)
TIME:	One class period
MATERIALS NEEDED:	"Ten Careers" handout Occupational Outlook Handbook (OOH) Exploring Careers
SOURCE:	Deciding for Myself

PROCEDURE:

Have the students list the names of 10 careers they might like to try. After they have listed the careers, have them follow the instructions at the bottom of the page. Allow 20 - 25 minutes for the first part of this activity.

Debrief by putting commonly selected careers on board and have students complete answers. Notice and discuss the differences in answers.

Following the discussion, have students use the OOH and Exploring Careers books to check their answers.

Deciding for Myself, Set B. Winston Press, 25 Groveland Terrace, Minneapolis, Minn. 55403, 1974. (Used with permission)

TEN CAREERS

Along the side of this grid, list up to ten careers you think you might like to try. Be as practical or as imaginative as you feel like being.

	YEARS	P/A	$	RISK	SIZE	?	?
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

THE COLUMNS ON THE CHART ARE FOR YOUR ANSWERS TO THE STATEMENTS BELOW.

1. Write in the number of years of training each career would require.
2. Write in P for each career in which you'd be working mainly with other people and A for each career in which you'd be working mainly alone.
3. Write in the amount of money you think you'd make per year for each career. (Or write in words like "lots," "some," "little," etc.).
4. Write in how much risk would be involved with each career.
5. Write in the size of the organization you'd prefer to work with in each career.
6. In the last two columns, ask yourself other questions you think are important.

SESSIONS 7 & 8

CAREER RESEARCH

PURPOSE:	To help students identify basic information about the three careers that interest them and further learn about those careers and the educational requirements to prepare for them.
GROUP SIZE:	Class size (6 - 30)
TIME:	2 class sessions
MATERIALS NEEDED:	Exploring Occupations forms--3 per student Assorted career information materials

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PROCEDURE:

Students will use the "Exploring Careers" form to gather information on the three careers they selected from the Ten Careers activity. The school librarian should be notified regarding this activity so that all career materials may be called into the library and placed on reserve. Encourage the students to be as thorough as possible, because they will be using this materials in the next session of this unit.

Alternate Activity: If students have never thought about careers in relation to themselves, the "What Do I Want in a Job?" sheet may help to personalize the career search. This activity could be done prior to the career search and referred back to during the research.

EXPLORING OCCUPATIONS

NAME OF JOB_____

1. Describe this job.

2. What do you like about this job?

3. What education is needed to prepare you for this job?

4. What high school courses and extra curricular activities would be helpful or necessary?

5. What are some ways of getting started?

6. What are the working conditions and environment like?

7. What are the advantages of this occupation?

8. What are the disadvantages of this occupation?

9. What are some related careers?

NOTES AND OTHER THINGS OF INTEREST

WHAT DO I WANT IN A JOB?

1. I would like to work:

   a. with my ideas or my mind
   b. with my hands or small tools
   c. with large machinery
   d. in heavy physical activity

2. I would like to work

   a. by myself
   b. with other people

3. If I work with other people, I would like to work:

   a. as a member of a team of people working together
   b. giving directions or supervising or organizing other people's work
   c. receiving directions and supervision from others
   d. listening to others
   e. helping or performing services for others
   f. persuading others
   g. competing with others

4. I like to work with

   a. a great variety of different tasks or activities and rapid or unpredictable changes of activities
   b. a limited number of tasks which remain similar and predictable

5. I would like to work where

   a. my tasks are clearly structured and I know exactly what is expected
   b. I can set my own problems and figure out my own way to solve them

6. I would like to work

   a. flexible and irregular hours
   b. regular hours

7. I would like to work

   a. indoors
   b. outdoors

8. I would like to work

   a. in the city
   b. in the country or rural areas

9. I would like to be able to work in

   a. the area where I live now or a particular geographic area
   b. many different areas of the U.S. possibly moving from place to place

10. When I think about paid work, the two values which are most important to me are

____ interest
____ security
____ high pay
____ prestige
____ serving others or contributing to society
____ independence
____ freedom to do things other than my paid work
____ excitement

Put a "1" beside the one which is most important and a "2" beside the one which is next most important.

SESSION 9

CAREERS AND EDUCATION

PURPOSE:	To assist students in relating education with work.
GROUP SIZE:	Class size (6 - 30 students)
TIME:	45 - 55 minutes
MATERIALS NEEDED:	Completed "Exploring Occupations" worksheets high school course description booklet

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PROCEDURE:

Contact the high school(s) your students will be attending or your school counselor to obtain high school course description booklets or packets.

Have the students refer to their "Exploring Occupations" worksheets, emphasizing numbers 3, 4, and 9. These questions deal with education, high school courses and activities and related careers. Encourage students to share this information. The following questions can be asked to facilitate the discussion.

> Looking at your three "Exploring Occupations" sheets, do you find any jobs listed more than once for answer #9. What are these? How are the jobs listed for answer #9 related? How are they not related. What are the differences?
>
> What are some of the high school courses that are repeated on your three sheets?
>
> How could you plan a four year high school program and make sure you would include the high school courses suggested in your research?

By having several students share this information with the class, students can begin to see a pattern in their own research. It might be helpful to bring in other persons who could assist with this, such as your school counselor, student council members, peer counselors from the high school, or a high school counselor.

SESSION 10

PLANNING FOR THE FUTURE

PURPOSE:	To assist students in developing a four-year high school plan.
GROUP SIZE:	Class size (6 - 30 students)
TIME:	40 minutes
MATERIALS NEEDED:	Sample High School Registration form and information High School Student Handbook and/or other information that would be helpful in planning a four-year program

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PROCEDURE:

Using the information the students have gathered from Session 9, have them begin formulating their four-year program by using a sheet similar to the High School Registration form . High school students would also be helpful in this activity by sharing their experiences and information about the courses.

It is suggested, that a copy of this four-year plan be kept in the student's file.

HIGH SCHOOL REGISTRATION

Information

Requirements: You need to take these classes in order to graduate.

English	4 units
Mathematics	2 units
Science	2 units
Physical Education	2½ units
Social Studies:	
American History	1 unit
American Government	1 unit
Free Enterprise	½ unit
Electives	7 units
	20 units

U. of A. requires the sequence of algebra and geometry or algebra and advanced algebra.
Strong recommendation of 2 years of language for college bound students.
Specific requirements for most colleges is listed in Barron's Profile of American Colleges.

SAMPLE

FOUR YEAR HIGH SCHOOL PLAN

Student Work Sheet

Name_____ Matric No._____ Counselor_____

SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
1. English				
2. Mathematics				
3. Science				
4. Physical Ed.				
5. Social Studies				
6. Electives				

SUPPLEMENTAL ACTIVITY

CAREER SPEAKERS

PURPOSE: To increase career awareness, educational awareness and economic awareness.

To help students make their own career choices.
To help students increase their career options.

GROUP SIZE: 15-30 students

TIME: 45-60 minutes

MATERIALS: Attached guidelines for getting the most out of career speakers.

SOURCE: Pima County Career Guidance Project

PROCEDURE:

Ask students to name careers that interest them, and request speakers from these areas. If students know someone in that career who would be willing to come, have the student contact the person. Always give the speaker a few choices of date and time, and give a reminder phone-call or postcard a day or so before to confirm.

Some speakers will want two weeks notice. All appreciate some sorts of guidelines for the type and length of presentation desired. You could ask them to describe what they do, education and training required, advantages, disadvantages, salary range, and job outlook, opportunities for advancement, and fringe benefits if any.

A panel format works well too, where several speakers from one career cluster area come and talk briefly about what they do, and then answer more specific questions as a panel. This is a good way to see the interrelationship of jobs in any given cluster, and how they all seem to expand on similar interests and abilities.

To help students get the most out of the speaker, the teacher may want to use the attached guide for listening.

Remember to assign one student to write a thank you letter to the speaker.

SPEAKER INFORMATION SHEET

Take notes on the speaker on this sheet of paper.
Each set of notes will be graded.

You will be given five points by your teacher for each question you ask the speaker during the question and answer period. These points will be added to your graded "notes" paper.

Ten points will be deducted each time a student is rude during the presentation or for asking a question which has already been asked.

Name of speaker: _____

Date: _____

Topics covered by speaker: _____

Notes: (use front and back of this sheet for your notes)

Developed by Sharon Schuricht, teacher, TUSD.

QUESTIONS FOR SPEAKERS

What are the job duties in this occupation?

What education or training is required?

How are subjects that are taught in school useful in this occupation?

What personal qualities are important for this type of work?

What is your relationship with other workers at your job site?

What are the working conditions? Physical demands?

What is the salary range? Beginning? After ten years?

What are the opportunities for advancement?

What are the major advantages? Disadvantages?

How will technology affect this job in the future?

What are the rewards of this type of work, and the drawbacks?

What factors caused you to select this job/career?

What courses in high school could students take to help them prepare for this job?

What are the opportunities for travel, if any?

Is this work performed in other parts of the country?

In what other areas could the knowledge and skills of this occupation be used?

How does this occupation affect one's personal life?

How does society benefit from this job?

SUPPLEMENTAL ACTIVITY

HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?

PURPOSE: To give students an understanding of the history of sex stereotyping, how it relates to careers and lifestyles and how it affects men as well as women.

GROUP SIZE: Classroom

TIME: 45-50 mintues

MATERIALS: Slide/tape, worksheet (see attached)

SOURCE: Slide/tape - "Hey What are Your Plans for the Next 60 Years?" Verheyden and Associates, 3747 Huntington Street, N.W., Washington, D.C. 20015

PROCEDURE:

Show filmstrip.

Break into groups of four or five. Have students consider and discuss as appropriate the questions found on this worksheet. (See attached).

HEY, WHAT ARE YOUR PLANS FOR THE NEXT 60 YEARS?

WORKSHEET

1. Define stereotyping. Define sex-stereotyping.
2. Has anyone experienced any of the stereotyping shown in the slide presentation?
3. Has anyone experienced any other stereotyping (race, age) not shown in the slides?
4. When a woman works, what are the disadvantages and the advantages for her family?
5. Of what importance is Title IX to you?
6. What percent of the women between 18-64 are working?
7. What subject is found to be most beneficial in high school whether you choose to go to college or not?
8. What are three things that didn't exist 60 years age?
9. According to the presentation, what is luck?
10. How do you plan to prepare for the future? What steps will you take?

SUPPLEMENTAL ACTIVITY

FORMAL INTEREST SURVEY

A formal interest inventory is based on students self-evaluation of characteristics or job tasks that indicate special areas of job interest. These can be used in connection with informal surveys to give direction to career study.

Suggested below are a few aptitude tests and interest inventories we have found useable with students. Check with the testing division of your local school district to find what they may approve or may have available.

JOB-O

Job-O is for use mainly with freshmen and sophomores. It takes about fifty minutes, and can be used as a basic to start a unit on Career study or as a summary, or anywhere in between. Job-O is based on student self-evaluation of characteristics that match up with different jobs. Reuseable Booklets and self-scoring inserts.

ADDRESS: Career Materials
P.O. Box 4
Belmont, California 94002

HOLLAND - SELF DIRECTED SEARCH

A self-administered, self-scored and self-interpreted inventory. Takes forty to sixty minutes. Inventory is based on self estimate. Based on author's theory of vocational choice.

ADDRESS: Consulting Psychologist Press
577 College Avenue
Palo Alto, California 94306

COPS (California Occupational Preference System)

A general survey instrument for use with a classroom or on an individual basis. Requires about one hour. Self scoring. Profile compares interests with those of others within fourteen major occupational groupings.

ADDRESS: COPS
P.O. Box 7234
San Diego, California 92107

KUDER E

Easily administered. One to two hours required. Gives general areas of interest.

ADDRESS: SRA
259 E. Erie Street
Chicago, Illinois 60611

CAREER GUIDANCE MEDIA

RELATED TO

EIGHTH GRADE CAREER GUIDANCE UNIT

Anything You Want To Be, film, American Telephone and Telegraph
Big Blue Marble, filmstrips/cassettes, Xerox
1. Transportation
2. Consumer and Homemaking
3. Hospitality and Recreation
4. Fine Arts and Humanities

Bilingual Career Information System, filmstrips/cassettes, Hoffman Learning
Careers and Lifestyles, filmstrip/cassette, G.A.
Exploring Careers, book, Department of Labor
Exploring Careers, spiritmasters, Educational Design, Inc.
Hey, What Are Your Plans for the Next Sixty Years?, slide/cassette
Keys Career Exploration, 16mm filmstrip/cassettes, S.R.A.
Liking Your Job and Your Life, filmstrips/cassettes, G.A.
Making It in the World of Work, film, Film Fair Communications
Oceanography: The Role of People in Ocean Science, film, B.F.A.
People in Management, film, B.F.A.
People Who Create Art, filmstrips/cassettes, G.A.
People Who Help: Careers in Aviation, film, B.F.A.
People Who Help: Health Careers, film, B.F.A.
People Who Help Others, filmstrips/cassettes, G.A.
People Who Organize Facts, filmstrips/cassettes, G.A.

Media is usually an integral part of a unit such as this. This unit was developed without dependency on media so a teacher would be able to present concepts completely during the two weeks even if no media was available. The media can be used to supplement and enhance the concepts.

This is a list of media available for Pima County schools serviced by the Career Guidance Project. Check your school or district's resources for materials available from them. This is not a complete list of media available on this subject.

SECONDARY CAREER GUIDANCE MATERIALS

DECIDING: A LEADER'S GUIDE
(College Entrance Examination Board)

DECIDING FOR MYSELF
(Winston Press)

DECISION MAKING FOR CAREER DEVELOPMENT/ROLE PLAYING PROGRAM
(Science Research Associates)

ECONOMICS FOR YOUNG AMERICANS
(Chamber of Commerce of the United States)

HAPPY BIRTHDAY TO U.S.
(Addison-Wesley)

HOG DOG FILMS
(Films Incorporated)

HUMAN VALUES IN THE CLASSROOM
(Hart)

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM
(Prentice Hall)

JOB SURVIVAL SKILLS KIT
(Singer)

LIFE SKILLS: FILLING OUT FORMS AND FOLLOWING DIRECTIONS
(The Center for Humanities, Inc.)

MATH APPLICATIONS KIT
(Science Research Associates)

METMAK
(Science Research Associates)

MOVE (MANAGING OUR VOCATIONAL EXPLORATIONS)
(Arizona Division of Vocational Education, Arizona Department of Education)

PERSONALIZING EDUCATION--VALUES CLARIFICATION AND BEYOND
(Hart)

STRUCTURED EXPERIENCES I-VI by Pfeiffer and Jones
(University Press)

VALUES
(Xerox Corporation)

VALUES CLARIFICATION
(Hart)

VALUES CLARIFICATION THROUGH SUBJECT MATTER
(Hart)

WHAT COLOR IS YOUR PARACHUTE
(Ten Speed Press)